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ABSTRACT

These case studies are designed to serve as guides to encourage investigation into library administration. Organized into four problem areas: Interim-shelving, Budget Reducation, Studies in a New Main Library Building, and Library Bindery Contracts; this program provides an opportunity for the solving of administrative methodology, organization, and budgetary problems. (Author/DS)

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MANAGERIAL CASE STUDIES

Special Project

May, 1975

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INTRODUCTION

Interest plus involvement in several administrative activities in the Stanford University Libraries from a theoretical point of view have motivated me to design models which may serve as guides to encourage others in their investigations into high-level library administration. I believe there does exist a real need for demonstrated competence in administration in such areas as skill development, planning, budgeting and investigative capabilities.

CASE STUDIES:

OBJECTIVES:

1. To provide practice for participating managers in reaching sound decisions.
2. To expose participants to major issues.
3. To make participant aware of the different sides involved in resolving issues, including university administration, faculty, library committee, students and library staff.
4. To integrate theory and practice of administrative methodology.
5. To develop negotiation skills.
6. To develop organizational skills.
7. To develop the ability to cope with ambiguities and uncertainities during an economic recession and, at the same time, maintain healthy library collections.

RATIONALE:

For the most part interns are selected from institutions whose libraries are not budgeted for hiring senior staff officers such as Associate and Assistant Directors, or the size of the library does not warrant such an administrative structure; therefore, the Director must assume varied overall tasks which would ordinarily be performed by line officers. Furthermore, they are responsible for all general staff functions in the library such as Personnel, Business Services, Financial Planning and Building Projects. Since many libraries from which interns are selected are inadequately staffed, there is little opportunity for the Director to assign specialized tasks to other professionals. When they can or do, distinguishing between line and staff, and keeping that clear is a major problem. Case Studies will stage administrative settings with specific problem solving opportunities under experienced supervision without physical or psychological risk to the intern and other involved staff members.

GENERAL INSTRUCTIONS:

Issues will be presented to the participant by the designated staff member emanating directly from the Director's Office. Background material or position papers will be provided on each issue in order for participant to see the logical and sequential components. Sufficient time will be alloted for the handling and/or rehandling of each issue. Proceed as follows:

1. Select an activity (see enclosed examples based on specific problem in Stanford University Libraries.
2. Read background material.
3. Check organizational structure and protocol.
4. Interact with middle manager or staff member within whose supervision the issue lies.
5. Determine needed data.
6. Collect and organize data.
7. Examine each component and decide on decision points.
8. Consider possible alternatives and their consequences.
9. Present a draft to designated staff member.
10. Discuss activity with designated staff.
11. Redesign activity if necessary.
12. Move on to next activity.

CASE STUDY I

TITLE: Interim-Shelving

PARTICIPANT'S ROLE: Associate Director for Public Services

PROBLEM:

The library is faced with a critical space problem. A new facility is in the initial planning stages, and the occupancy date has not yet been projected. The present main facility capacity is very minimal and because several of the branch libraries have already reached their maximum capacity, their overflow will also be re-shelved in the Main Library. This means that at the present growth rate, all available space will be used to capacity within a three year period based on former calculations. As a result of the problem, interim shelving must be considered immediately.

SPECIFIC INSTRUCTIONS:

1. Conduct a survey of branch library for the following purposes:
   a. determine "crunch-date" for each.
   b. determine annual volume overflow.
   c. determine available space in the Main Library.
   d. list potential problems, i.e. inconvenience to users, dispersal of resources, separation of material from bibliographic apparatus, and disruption of subject-material integrity of collections.
   e. explore the possibility of re-locating entire existing operating units to create new branches such as Engineering or Government Documents in order to create space in the Main Library.
2. Investigate existing storage or re-location possibilities.
3. List and justify alternatives, i.e., active storage on campus, remote dead storage, or unused stack space in other new libraries on campus.
4. Do an estimated cost analysis to include
   a. preparation of interim facility.
   b. actual move of material and equipment to interim location and to a second site at end of interim period.

c. new service costs during interim period.

d. personnel, supplies, equipment space costs and services.

DESIRED OUTCOMES:

1. A learning innovation designed to facilitate decision making competency.
2. Active personal involvement of participant with regular staff.
3. Integration of theoretical and practical problem solving.
4. Ability to focus in on problems to a greater degree in order to discover overlooked critical elements.
5. Ability to modify choices and to gain skill in organizing.

EVALUATION:

1. de-briefing by designated staff member.
2. hold defense strategy with chief administrator.
3. move to next simulated activity or redesign the present one.
4. designated staff can determine usefulness of study done by the participant.

SELF-ANALYSIS

Participant should indicate on a 4-point scale how the activity contributed to his or her learning.

CASE STUDY II

TITLE: Budget Reduction

PARTICIPANT'S ROLE: Assistant Director for Financial Planning

PROBLEM:

The University Administration has announced a $10 million budget cut to be made during the next three years. The University Libraries are expected to share with the rest of the campus the impact of that cut. Library officials have been discussing a $160,000 shortfall for the current year and department chiefs along with their staffs should be called upon to help achieve the reduction, as well as, to ensure the soundness of the Library program for the future. The division of cuts by fiscal year should be considered appropriate. A budget base cut of up to 20% is requested across the board for the three year period.

SPECIFIC INSTRUCTIONS:

1. Study staff reduction possibilities (Compile)
   a. number of expected retirements.
   b. estimate normal turnover.
   c. transfers and layoffs.
2. Examine cost guidelines to determine reduction in books and materials based on previous year.
   a. gross titles added.
   b. number of active serial holdings.
   c. average number of volumes sent to bindery.
   d. other.
3. Review all related areas for merger possibilities
4. List specify low and high priority suggestions in relation to other areas, such as:
   a. travel funds.
   b. automation.
   c. binding.
   d. equipment and supplies.

DESIRED OUTCOMES:

1. to develop the ability to analyze information to arrive at rational decisions.
2. to be able to analyze facts and principles.
3. to acquire negotiating skills.
4. to develop the ability to cope with budget cutbacks in an economic recession.

EVALUATION:

1. Defense strategy with designated staff.
2. Appraisal for usefulness of this or similiar activity.

SELF-ANALYSIS

Participant should indicate on a 4-point scale how activity contributed to his or her learning.

CASE STUDY III

TITLE: Studies in a New Main Library Building

PARTICIPANT'S ROLE: Associate Director for Public Services

PROBLEM:

A space needs study has determined that, for teaching personnel, the availability of studies is almost nil. A new Main Library will be re-deisgned within the next six-to-eight months, there has been strong support for studies to accommodate research associates and lecturers, professors, and some graduate students. Previous plans for a new research library will be drastically cut in the redesigning phases due to the economic recession. The Committee on Libraries has endorsed the concept in general, but there is some question as to whether 20% to 25% of floor space needed to provide the studies is justifiable.

SPECIFIC INSTRUCTIONS:

1. review previous plans.
2. survey other major libraries to determine how faculty studies are handled.
3. determine who would be eligible to use studies.
4. list advantages.
5. list disadvantages.
6. seek formal endorsement by library committee.

DESIRED OUTCOMES:

1. to familiarize participant with varying types of administrative problems.
2. to encourage communication capabilities.

EVALUATION:

1. de-briefing by Director.
2. position paper to support decision.

SELF ANALYSIS

Participant should indicate on a 4-point scale how the activity contributed to his or her learning.

CASE STUDY IV

TITLE: Library Binding Contracts

PARTICIPANT'S ROLE: Assistant Director, Technical Services

PROBLEM:

The cost of binding with the University Press has been steadily rising at the rate of approximately 10% per year. Sharp inflationary rates have forced the library to use monies from sorely needed book funds. It is a known fact that binding is exceedingly important to any research library and it would prove perilous to move the binding business from the Press without being certain that it would be handled according to desired specifications.

SPECIFIC INSTRUCTIONS:

1. locate reputable binderies.
2. obtain bids against stated specifications.
3. check with several other universities to confirm performance record of contract candidates as follows:
   a. delivery time
   b. quality of work
   c. dependable accounting
   d. reasonable binding prices and past history of price increases
4. list advantages and disadvantages.

DESIRED OUTCOMES:

1. to develop the ability to work with cost studies.
2. to develop negotiation skills.
3. to develop the capability of setting priorities.
4. to become adept in justifying priorities.

EVALUATION:

1. follow-up with designated staff.

SELF-ANALYSIS:

Participant should indicate on a 4-point scale how the activity contributed to his or her learning.